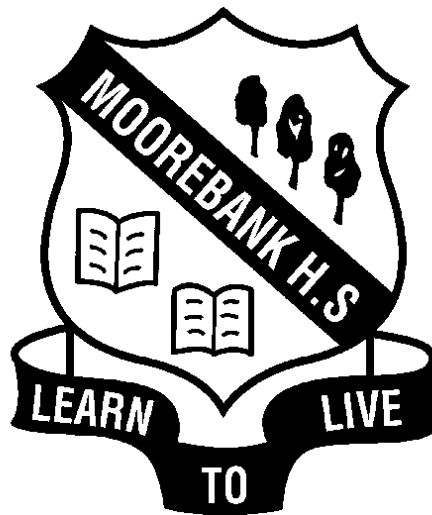


Moorebank High School



Year 11
2021

Assessment Policy and Procedures

1. The Nature and Purpose of Year 11 Assessment

1.1. Year 11 assessment tasks

Year 11 assessment tasks help students learn, expand knowledge and encourage them to challenge themselves. They also show how much students have learnt and where they need to improve. By completing Year 11 assessments students prove they have satisfactorily completed a course. Most importantly, they also contribute to a student's final course mark and RoSA grade.

Assessment tasks allow students to show what they know, understand and can do in ways that may not be possible in a written examination. School-based assessments also give students the chance to address any weak areas in knowledge before they commence the HSC course.

1.2. Contribution of assessment marks to the Record of School Achievement (RoSA) grade

NESA's grading system is intended to describe the student's achievement at the end of each Year 11 course. Teachers will make the final judgement of the grade deserved on the basis of available assessment information and with reference to the Common Grade Scale for Year 11 Courses and other material produced by NESA to support the consistent awarding of grades. In applying the Common Grade Scale for Year 11 Courses, teachers will interpret them in terms of standards that can be achieved by Year 11 students within the bounds of the course.

2. Assessment Procedures

2.1. Student rights:

- to be informed of the assessment policies of the school and NESA
- to receive clear guidelines relating to the requirements of each assessment task
- to be told in advance of the due date for each assessment task
- to receive feedback that assists you to review your work
- to query the mark for an individual task at the time it is returned to you
- to request from the Principal an appeal against the RoSA grade(s) awarded.

2.2. Student responsibilities:

- to become familiar with and follow the assessment requirements set by the school.
- to complete all set tasks on time, or follow correct procedures if you are unable to meet a deadline
- not engage in behaviour which could be considered cheating or malpractice, including plagiarism
- to ensure that all assessment work is your own or acknowledge the contribution of others
- to follow up any concerns you have with tasks at the time they are marked and returned.

2.3. School responsibilities:

- to set assessment tasks which will be used to measure student performance in each component of a course
- to specify a mark / weighting for each assessment task
- to inform students of the requirements of each assessment task
- to give reasonable advance notice in writing (usually two weeks) of the exact date for completing or submitting the task
- to keep records of each student's performance on each assessment task
- to provide students with information on their progress.

3. Submission of Tasks

3.1. Absence when a task is notified

Whenever students are absent from school, it is their responsibility to ensure that they know what work has been missed and to catch up on this work. The same conditions apply if students are absent when written notification of an assessment task is issued. No automatic extension is granted to students who are absent on the day the notice of the task is given. However, if a student has had a prolonged absence, on the day of their return to school they may submit to the Deputy Principal for their year, an Application for Special Consideration.

3.2. Extensions to due dates or special consideration

An extension of time for completion of tasks may only be granted by the Deputy Principal of their year group, after consultation with the appropriate Head Teacher. Students must apply to the Deputy Principal of their year, using the school's Application for Special Consideration, **well before the due date of the task**. Extensions will only be granted in cases of severe illness or other exceptional circumstances. Documentation must be provided to substantiate your appeal. A medical certificate will be required in cases of illness.

3.3. Process for submitting tasks completed outside the classroom

All tasks must be submitted to your classroom teacher during your scheduled lesson time unless otherwise stated on the Assessment Notification. All tasks are to be submitted as a hard copy unless otherwise stated on the Assessment Notification. A Declaration of Authenticity must be signed by the student and be submitted with the completed assessment task.

3.4. Prior knowledge of absence

Where a student has a clash between an assessment task and another authorised school activity the student must notify the Deputy Principal of the year group and complete an Application for Special Consideration. The Assessment Appeals Committee, if the application is upheld, will either determine an alternative method for submitting the task or will grant an extension.

Where a student knows in advance that they will be absent on the day that an assessment task is to be submitted, the student must notify the Deputy Principal of their year and their class teacher, and submit the work before the due date.

3.5. Absence due to illness / misadventure

It is a student's responsibility to perform / submit all tasks which are part of the Assessment Program. Assessment tasks must be submitted by the due date and time, or be performed in class at the specified time. Should a task be submitted late, without first gaining an extension from the Deputy Principal, then a mark of zero will be awarded.

A student who is absent from school because of illness or misadventure on the day an assessment task is due, has the responsibility to carry out the following procedure;

- **Notify the school by telephone by 9.00 am on the day the task is due** and speak to the relevant Head Teacher to make arrangements for the task to be submitted by fax or email on that day, or, explain why the task cannot be submitted and give an anticipated date of when it will be.
- **On the day of their return to school**, see the Deputy Principal of the year group to submit an Application for Special Consideration. The student must provide independent evidence of the facts, detailing why the circumstances prevented them from submitting the task on time. Details can be supplied on a confidential basis where necessary. Students who appeal on the grounds of illness must provide a medical certificate for the relevant time period.
- **Be prepared to sit for the task, or if deemed appropriate, a substitute task, on the day of their return to school.**

The following are not acceptable reasons for misadventure (this is not an exclusive list).

- Technology problems.
- Misreading assessment notifications / examination timetables.
- Long-term illness, such as glandular fever, asthma and epilepsy, unless there is evidence of a sudden recurrence.
- Sleeping in.
- Family business, such as meeting relatives at airports.
- Attendance at cultural activities.
- Family holidays that are not part of approved leave.

3.5.1. Extended leave (Travel or Holiday).

From the beginning of 2015 family holidays and travel are no longer considered by the Department of Education under Exemption from School Procedures. Travel outside the vacation period is now counted as an absence. The Department of Education encourages families to travel during school holidays. If travel during school term is necessary an Application for Extended Leave - Travel needs to be completed at least 4 weeks prior to the date of intended travel. Only if the principal accepts the reason for the extended absence will an Application for Special Consideration be considered.

3.6. Illness / misadventure while sitting an assessment task

If a student attempts an assessment, the mark obtained in that task will stand. Teachers must assess the student's actual performance, not potential performance. Assessment marks cannot be modified to take into account possible effects of illness or domestic situations.

If you become ill during an assessment, or there is a misadventure, you should immediately inform the supervisor / teacher. You will need to complete an Application for Special Consideration, supported by independent evidence, including a medical certificate for an illness. If your appeal is upheld, you will be required to sit a substitute task or, in exceptional circumstance, you will be provided with an estimate based on other tasks.

3.7. Malpractice

All work presented in assessment tasks and examinations (including submitted works and practical examinations) must be your own or must be acknowledged appropriately. Malpractice, including plagiarism, could lead to a student receiving zero marks for the task or examination, and will jeopardise the student's results.

Malpractice is any activity that allows you to gain an unfair advantage over other students. It includes, but is not limited to:

- copying someone else's work in part or in whole, and presenting it as your own
- using material directly from books, journals, CDs or the internet without reference to the source
- building on the ideas of another person without reference to the source
- buying, stealing or borrowing another person's work and presenting it as your own
- submitting work that another person, such as a parent, coach or subject expert, has contributed to substantially
- using words, ideas, designs or the workmanship of others in practical and performance tasks without appropriate acknowledgement
- paying someone to write or prepare material
- breaching school examination rules
- cheating in an examination
- using non-approved aids during an assessment task
- contriving false explanations to explain work not handed in by the due date
- assisting another student to engage in malpractice.

In the case of suspected plagiarism, students will be required to provide evidence that all unacknowledged work is entirely their own. Such evidence might include, but is not limited to, the student:

- providing evidence of and explaining the process of their work, which might include diaries, journals or notes, working plans or sketches, and progressive drafts to show the development of their ideas
- answering questions regarding the assessment task, examination or submitted work under investigation, to demonstrate their knowledge, understanding and skills.

3.8. Non-serious attempts of tasks

A non-serious attempt is where a student submits an assessment task which shows little or no thought / effort, which is generally incomplete or which contains frivolous or objectionable material. Where a teacher and Head Teacher have deemed a student to have made a non-serious attempt, a mark of zero will be awarded.

3.9. Non-discriminating or invalid tasks

If a task is given and is found to be non-discriminating between students, being invalid or having problems associated with its administration, it may be discarded and an alternative task set. In these circumstances, the Principal may determine that another task be done, and / or adjust the weightings accordingly. If it is decided that the original task be still used, it could have a reduced weighting, with the additional task added to the assessment weightings for the course. The Principal may decide to discard the original task completely and a replacement task will be organised. If an alternative task is to be given students will be notified in writing and be given sufficient notice.

3.10 Attendance on day task is due

Students must arrive to school on time and attend all scheduled lessons on the day of a task, unless other arrangements have been communicated (e.g. yearly examination). Students with a scheduled late start may arrive according to those approved times. Students who arrive late or truant classes will have gained an unfair advantage over other students and will consequently receive zero for that task.

3.11 Working on tasks during lesson of other subjects

Students must not truant classes to work on assessment tasks or use time during lessons of other subjects, unless prior approval has been sought and given by the Head Teachers involved and this will only be in exceptional circumstances. Students may work on assessment tasks during designated study periods. Students who use time during lessons of other subjects to work on assessment tasks will have gained an unfair advantage over other students and will consequently receive zero for this task.

4. Reviewing progress

4.1. Course Completion Criteria

A student will be considered to have satisfactorily completed a course if, in the Principal's view, there is sufficient evidence that the student has;

- Followed the course developed or endorsed by NESAs; and
- Applied themselves with diligence and sustained effort to the set tasks and experiences provided in the course by the school; and
- Achieved some or all of the course outcomes.

4.2. Attendance

Principals may determine that, as a result of absences, the course completion criteria might not be met. A student whose attendance is called into question will be required to prove, to the Principal's satisfaction, that they are meeting course completion criteria. At Moorebank High School, students whose attendance falls below 85% may have their performance reviewed.

4.3. Warning of 'N' determination

If at any time it appears that a student is at risk of being given an 'N' (non-completion of course requirements) determination in any course, the school will warn the student as soon as possible and advise the parent or guardian (if the student is under 18 years of age) in writing. This warning letter will advise the student and parent of the tasks or actions to be undertaken in time for the problem to be corrected.

Students who have not complied with the requirements for satisfactory completion of a course at the time of finalising assessments cannot be regarded as having satisfactorily completed the course. The Principal will then issue a non-completion determination.

5. Vocational Education and Training (VET) Courses

5.1. Nature of assessments

Students in VET courses (Construction; Hospitality; Sport Coaching) are assessed against the units of competency outlined in the Competency Record Book for the course. Competency based assessment means that students demonstrate the required level of performance. Rather than marks being awarded, students are assessed as being either competent or not yet competent. Assessment events may assess a number of competencies at the same time. Students will be notified two weeks in advance of an assessment event. Students may, if appropriate, be provided with more than one attempt to demonstrate their competency. If, in the opinion of the teacher, a student does not make a serious attempt, they will not be given further chances to demonstrate the competency. Students will only be given a maximum of three attempts at any assessment task.

All procedures outlined in this policy regarding attendance, misadventure etc. also apply to VET assessments.

5.2. Moderation of assessment tasks

Where Moorebank High School has three teachers trained in the VET Curriculum Frameworks, they review assessment activities and expected standards to ensure consistency between classes and compliance with industry standards. Otherwise they check with teachers in other schools to ensure consistency of industry standards.

5.3. Appeals

Students have the right to lodge an appeal against the assessment of their competency on the following grounds:

- The assessment process did not provide them with a fair and reasonable opportunity to demonstrate their competency.
- They were not informed in advance of the conditions and method of assessment.
- The process was discriminatory in some way.
- They were ill or suffered misadventure at the time of the assessment (must be supported by a medical certificate)

Appeals and / or applications for special consideration are to be made to the Deputy Principal of the year group following the guidelines outlined in this policy.

5.4. Work Placement

Students undertaking a VET course in Year 11 are required to undertake 35 hours of work placement. Failure to complete work placement will render the student ineligible for the unit credits towards the Year 11 credential. Work placement must be arranged through the school. The school will work with the Registered Training Organisation for South West Sydney who ensures the employer completes the appropriate consent forms, especially in regard to Insurance Indemnity and Child Protection. Students will not be allowed to attend work placement without the approval of the school.

6. Examination / Assessment Rules

6.1. Attendance

It is the responsibility of each student to arrive on time at the correct venue and to remain in the assessment / exam room for the set duration of the task.

6.2. Equipment

Written work must be written in blue or black pen, not pencil. Mobile phones and electronic devices, such as organisers, MP3 players and dictionaries are not permitted during in-class assessments or examinations. Any specific equipment you are required to bring must be in working order. Illness / misadventure appeals on the grounds of forgotten equipment, or for equipment that did not work properly, will not be accepted.

6.3. Conduct during in-class assessments or examinations

Students must not speak to any other person during an in-class assessment or examination other than the supervisor of the task. Students must also not behave in any way likely to disturb the work of any other student or upset the conduct of the task. Students also are not allowed to eat during a task, except as approved by the Head Teacher Secondary Studies (e.g. for diabetic students).

If a student does not follow these rules, or if they cheat in any way, they will be removed from the classroom / examination room and will receive zero for the task.

7. Appeals and reviews

7.1. Dispute regarding assessment marks

Each student has the right to ask the class teacher why a particular mark was awarded for a specific assessment task. If the student is dissatisfied with the response given, the Head Teacher of the subject involved should be consulted. Disputes over an individual task must be resolved with the Head Teacher on the day the task is returned. The Head Teacher's decision in these matters is final.

7.2. Disputes regarding the administration of assessment tasks

Each student has the right to appeal the administration of a task if this has led to an inequitable situation. This includes inequitable processes being applied in the management of the task or student(s) gaining an unfair advantage as a result of cheating, prior knowledge or unauthorised time extension. Students may also appeal if the task does not conform to the school's assessment policy. Such appeals will be made to the Deputy Principal of the year group using the Assessment Task Appeal Form. **Appeals must be submitted within three days of the dispute arising.**

8. Disability Provisions

8.1. School assessments

Principals have the authority to decide on, and to implement, disability provisions for school-based assessment tasks, including examinations. Students with a permanent or temporary disability that would impact on his or her ability to complete an assessment task should see the Head Teacher Secondary Studies who, in consultation with the relevant curriculum Head Teacher(s), will consider the type of provisions that will be provided. The granting of school-determined provisions will not guarantee that similar provisions will be provided by NESAs in the HSC examination. NESAs do not consider the lack of familiarity with the English language to be a disability in this context. Therefore, provisions such as the use of an English/foreign language dictionary will not be approved for students disadvantaged solely because of lack of familiarity with the English language. Students for whom disability provisions are approved may not be eligible for illness/misadventure consideration for the same condition unless they experience a deterioration or variation in their condition during the actual assessment.

9. Results and credentials

9.1. Notification of assessment results

Students are provided with information on their performance in each task (mark and / or rank) after the completion of each task and will be provided with their progressive ranking at intervals throughout the course. Students will also be supplied with meaningful feedback after each task about what they are able to do and what they need to do in order to improve their level of performance.

9.2. Preliminary Common Grading Scale

At the conclusion of Year 11 students will be awarded a grade for each course where course completion criteria has been met.

The Common Grade Scale describes performance at each of the five grade levels.

A

The student demonstrates extensive knowledge of content and understanding of course concepts, and applies highly developed skills and processes in a wide variety of contexts. In addition the student demonstrates creative and critical thinking skills using perceptive analysis and evaluation. The student effectively communicates complex ideas and information.

B

The student demonstrates thorough knowledge of content and understanding of course concepts, and applies well-developed skills and processes in a variety of contexts. In addition the student demonstrates creative and critical thinking skills using analysis and evaluation. The student clearly communicates complex ideas and information.

C

The student demonstrates sound knowledge of content and understanding of course concepts, and applies skills and processes in a range of familiar contexts. In addition the student demonstrates skills in selecting and integrating information and communicates relevant ideas in an appropriate manner.

D

The student demonstrates a basic knowledge of content and understanding of course concepts, and applies skills and processes in some familiar contexts. In addition the student demonstrates skills in selecting and using information and communicates ideas in a descriptive manner.

E

The student demonstrates an elementary knowledge of content and understanding of course concepts, and applies some skills and processes with guidance. In addition the student demonstrates elementary skills in recounting information and communicating ideas.

9.3. The Record of School Achievement (RoSA)

The RoSA is a cumulative credential for students who leave school before completing their HSC. The RoSA lists all mandatory and additional Stage 5 and – where applicable – Stage 6 courses completed by the student, along with the grade awarded. The RoSA credential also lists any courses commenced but not completed and the date of leaving school. NESA issues the formal RoSA credential to students who satisfy the eligibility requirements when they leave school. School leavers who are not eligible for the RoSA will receive a Transcript of Study.

9.4. Student eRecord

Students who complete the Year 11 requirements and progress to the HSC will have access to their record of results on a Student eRecord. The student eRecord is available through Students Online through the NESA website, and a copy will be provided by the school with the final Year 11 school report. The Student eRecord is not a formal NESA credential, but has the same information as a RoSA and also contains information regarding Life Skills outcomes achieved and VET course competencies completed, where applicable.



MOOREBANK HIGH SCHOOL

Application for Special Consideration

Full Name / Year			
Assessment Task			
Subject/Course		Date of Task	
Teacher's Name			

Reason for Application (Tick)	
Absent from assessment or when task was due	
Extension (due to illness or exceptional circumstances)	
Other school commitment on the day of an assessment task	
Misadventure	

Information supporting application (continue over if necessary)			
Medical Certificate or Independent Evidence Attached		Yes / No	
Student's Signature		Date	
Parent's Signature		Date	

Special Consideration Application Acknowledgement			
Student's Name		Date Lodged	
Subject / Course		Date of Task	
Received By		Signature	



MOOREBANK HIGH SCHOOL

A Selective and Comprehensive School

Decision of School Assessment Panel

Student's Name:

Year:

Subject / Course:

Teacher:

- Student's result will remain as marked
 - Estimate based on other Assessment Tasks
 - Substitute task to be set and completed
 - Extension of time granted until _____
 - Zero mark to given
 - Other _____
-

Reason

Panel member signatures (DP, HT, Year Adviser)

Distribution of copies of assessment appeal decision

- Deputy
- Faculty Head Teacher
- Year Adviser
- Student
- Student File



MOOREBANK HIGH SCHOOL

A Selective and Comprehensive School

Assessment Task Appeal

Student's Name:

Year:

Subject/Course:

Teacher:

Assessment Task:

Date of Task:

Date form issued:

Issued by:

Reason for appeal

- The administration of the task. (Such as, inequitable processes being applied in the management of a task or student(s) gaining an unfair advantage.)
- The task not conforming to the school's assessment policy. (Such as failing to notify that a task is assessable.)

Reasons for the appeal

Student Signature:

Date:

Parent Signature:

Date:

Teacher's Comment:

Head Teacher's Recommendation:



MOOREBANK HIGH SCHOOL

A Selective and Comprehensive School

Decision of School Assessment Panel

Student's Name:

Year:

Subject / Course:

Teacher:

Decision / Reason

Panel member signatures (DP, HT, Year Adviser)

Distribution of copies of assessment appeal decision

- Deputy
- Faculty Head Teacher
- Year Adviser
- Student
- Student File



MOOREBANK HIGH SCHOOL

A Selective and Comprehensive School

Declaration of Authenticity

(to be submitted for all tasks completed, in part or whole, outside of school)

I certify that:

- the planning, development, content and presentation of this assessment task is my own work in every respect
- this assessment task has not been copied from another person's work or from books or the internet or any other source
- I have used appropriate research methods and have not used the words, ideas, designs, music, images, skills or workmanship of others without appropriate acknowledgement in the assessment task or its development.

Student Name: _____

Student Signature: _____

Date: ____/____/____

**SCHEDULE OF YEAR 11 ASSESSMENT TASKS
2021**

	Wk. 1	Wk. 2	Wk. 3	Wk. 4	Wk. 5	Wk. 6	Wk. 7	Wk. 8	Wk. 9	Wk. 10
Term 1							Business	Legal Modern CAFS Food Tech IT Timber IT Graphics	Chemistry Physics Music PDHPE Maths Adv	Ancient Economics SaC Biology Earth SDD English Adv English Ext English Std English Studies
Term 2		Maths Ext	Visual Arts Engineering Maths Std				Business Legal	Ancient Modern Earth Music CAFS	Economics Physics English Adv English Ext English Std English Studies Maths Adv	SaC Biology SDD PDHPE Maths Ext
Term 3		Maths Std	Chemistry Engineering		Visual Arts Food Tech IT Timber IT Graphics			Yearly Examinations	Yearly Examinations	

ANCIENT HISTORY

Component	Task 1	Task 2	Task 3	Weighting %
	Investigating Ancient History Task	Historical Investigation	Yearly Examination	
	Term 1 Week 10	Term 2 Week 8	Term 3 Weeks 8/9	
	AH11-2, AH11-3, AH11-5, AH11-6, AH11-7, AH11-9	AH11-1, AH11-3, AH11-5, AH11-6, AH11-7, AH11-8, AH11-9	AH11-1, AH11-2, AH11-3, AH11-4, AH11-5, AH11-6, AH11-7, AH11-9, AH11-10	
Knowledge and understanding of course content	10	5	25	40
Historical skills in the analysis and evaluation of sources and interpretations	10	5	5	20
Historical inquiry and research	5	15	0	20
Communication of historical understanding in appropriate forms	5	5	10	20
Total %	30	30	40	100

BIOLOGY

Component	Task 1	Task 2	Task 3	Weighting %
	Working Scientifically Task	Depth Study Task	Yearly Examination	
	Term 1 Week 10	Term 2 Week 10	Term 3 Weeks 8/9	
	BIO11-2 to BIO 11-6, BIO11-8, BIO11-9	BIO11-1, BIO11-3, BIO11-4, BIO11-5, BIO11-7, BIO11-9, BIO11-10	BIO11-1 to BIO11-10	
Knowledge and understanding of course content	10	10	20	40
Skills in working scientifically	20	25	15	60
Total %	30	35	35	100

BUSINESS STUDIES

Component	Task 1	Task 2	Task 3	Weighting %
	Nature of Business Task	Business Planning Task	Yearly Examination	
	Term 1 Week 7	Term 2 Week 7	Term 3 Weeks 8/9	
	P1, P2, P6, P7, P8	P1, P3, P6, P7, P8, P9	P1, P2, P3, P4, P5, P6, P7, P8, P9, P10	
Knowledge and understanding of course content	10	10	20	40
Stimulus-based skills	5	5	10	20
Inquiry and research	10	5	5	20
Communication of business information, ideas and issues in appropriate forms	5	10	5	20
Total %	30	30	40	100

CHEMISTRY

Component	Task 1	Task 2	Task 3	Weighting %
	Depth Study Task	Practical and Skills Task	Yearly Examination	
	Term 1 Week 9	Term 3 Week 3	Term 3 Weeks 8/9	
	CH11/12-1 to CH11/12-7, CH11-8	CH11/12-1 to CH11/12-7, CH11-8 to CH11-10	CH11/12-1, CH11/12-4 to CH11/12-7, CH11-8 to CH11-11	
Knowledge and understanding of course content	15	5	20	40
Skills in working scientifically	25	25	10	60
Total %	40	30	30	100

COMMUNITY AND FAMILY STUDIES

Component	Task 1	Task 2	Task 3	Weighting %
	Media Analysis Resource Management	Case Study Leadership	Yearly Examination	
	Term 1 Week 8	Term 2 Week 8	Term 3 Weeks 8/9	
	P1.1, P5.1, P6.1	P2.1, P2.3, P4.1, P4.2, P6.2	P1.1, P1.2, P2.1, P2.4, P3.1, P2.2, P2.3, P3.2, P6.1	
Knowledge and understanding of course content	5	5	30	40
Skills in critical thinking, research methodology, analysing and communicating	25	25	10	60
Total %	30	30	40	100

CONSTRUCTION



Education

ULTIMO 90072

CONSTRUCTION CATEGORY B BOARD DEVELOPED COURSE ASSESSMENT SCHEDULE

Preliminary Year 2021 - HSC 2022

QUALIFICATION: CPC20211 Certificate II in Construction Pathways
Training Package: CPC08 Construction, Plumbing and Services (version 9.7)

NESA course code
2 U X 2 YR - 26201
2021 HSC Exam:
26299
LMBR UI Code:
(11 OR 12)
CPC20211526201B

TERM	Unit Code	Units Of Competency	AQF CORE/ELECTIVE	HSC STATUS	HSC INDICATIVE Hrs.	Assessment Task Cluster & Method of Assessment	HSC requirements Exam estimate mark & weighting to total 100%
	7 PRELIMINARY UOCs						
Term 1	CPCCWHS1001	Prepare to work safely in the construction industry	C	M	10	Cluster A – SafeWork NSW WHS Induction Written Test	240 Indicative Hours over 2 years
Term 1/2	CPCCCM1013A CPCCOHS2001A	Plan and organise work Apply OHS requirements, policies and procedures in the construction industry	C C	M M	10 15	Cluster B - Small project, Oil Stone Case or Concrete Float Practical, Teacher observations and written test.	Preliminary Exam Coursework
Term 2/3	CPCCCA2002B CPCCCA2011A	Use carpentry tools and equipment Handle carpentry materials	E E	M E	20 20	Cluster C - Tool box, Saw Horse or BBQ table Practical, Teacher observations and written test.	35 hrs. Work placement
Term 2/3 Work placement	CPCCCM1014A CPCCCM1012A	Conduct workplace communication Work effectively and sustainably in the construction industry	C C	E M	10 25	Cluster D – Skills in Action Observations, portfolio and written test	
	7 HSC UOCs						
Terms 4/5	CPCCCA2003A	Erect and dismantle formwork for footings and slabs on ground	E	E	25	Cluster E - School Project – Concreting Practical, Teacher observations and written test. * Training can be undertaken from term 1 onwards to develop student skills and collect evidence to contribute to assessment	35 hrs. Work placement Trial HSC Exam Coursework
	CPCCCM2006B	Apply basic levelling procedures	E	E	15		
	CPCCCM1015A	Carry out measurements and calculations	C	M	20		
	CPCCCO2013A	Carry out concreting to simple forms	E	E	20		
	CPCCCM2001A	Read and interpret plans and specifications	C	M	20		
Terms 6/7	CPCCWF2001A CPCCWF2002A	Handle wall and floor tiling materials Use wall and floor tiling tools and equipment	E E	E E	25 10	Cluster F – Wall and Floor Tiling Practical, Teacher observations and written test	
NESA requires students to study a minimum of 240 hours to meet Preliminary and HSC requirements.			Total hours 235-245			Units of competency from the HSC focus areas will be included in the optional HSC examination.	

EARTH AND ENVIRONMENTAL SCIENCE

Component	Task 1	Task 2	Task 3	Weighting %
	Depth Study Task	Working Scientifically Task	Yearly Examination	
	Term 1 Week 10	Term 2 Week 8	Term 3 Weeks 8/9	
	EES11-1 to EES11-7, EES11-11	EES11-3 to EES11-10	EES11-1 to EES11-11	
Knowledge and understanding of course content	10	10	20	40
Skills in working scientifically	30	20	10	60
Total %	40	30	30	100

ECONOMICS

Component	Task 1	Task 2	Task 3	Weighting %
	Topic Test	Media File and Extended Response Task	Yearly Examination	
	Term 1 Week 10	Term 2 Week 9	Term 3 Weeks 8/9	
	P1, P2, P3, P5, P8, P10, P11	P1, P3, P5, P6, P7, P8, P9, P10	P1, P2, P3, P4, P5, P6, P7, P8, P9, P10, P11, P12	
Knowledge and understanding of course content	5	10	25	40
Stimulus-based skills	10	0	10	20
Inquiry and research	10	10	0	20
Communication of economic information, ideas and issues in appropriate forms	5	10	5	20
Total %	30	30	40	100

ENGINEERING STUDIES

Component	Task 1	Task 2	Task 3	Weighting %
	Braking Systems Engineering Report	Bio-Medical Engineering Report & Presentation	Yearly Examination	
	Term 2 Week 3	Term 3 Week 3	Term 3 Weeks 8/9	
	P1.1, P2.1, P3.2, P4.1, P4.2	P1.1, P2.2, P3.2, P4.1, P4.2, P6.1	P1.1, P2.1, P3.1, P4.1	
Knowledge and understanding of course content	10	10	40	60
Knowledge and skills in research, problem solving and communication related to engineering practice	20	20	0	40
Total %	30	30	40	100

ENGLISH ADVANCED

Component	Task 1	Task 2	Task 3	Weighting %
	Reading to Write Imaginative Text with Reflection	Narratives that Shape our World Multimodal	Yearly Examination Critical Study of Literature	
	Term 1 Week 10	Term 2 Week 9	Term 3 Weeks 8/9	
	11EA-1, 11EA3, 11EA-5, 11EA-6, 11EA-9	11EA-1, 11EA-2, 11EA-3, 11EA-4, 11EA-6, 11EA-7, 11EA-8	11EA-1, 11EA-3, 11EA-4, 11EA-5, 11EA-6, 11EA-7, 11EA-8	
Knowledge and understanding of course content	15	15	20	50
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	15	15	20	50
Total %	30	30	40	100

ENGLISH EXTENSION – 1 UNIT

Component	Task 1	Task 2	Task 3	Weighting %
	Multimodal Task	Imaginative Response	Yearly Examination Critical Study of Literature	
	Term 1 Week 10	Term 2 Week 9	Term 3 Weeks 8/9	
	EE11-1, EE11-3, EE11-4, EE11-6	EE11-1, EE11-2, EE11-3, EE11-6	EE11-1, EE11-2, EE11-3, EE11-4, EE11-5	
Knowledge and understanding of complex texts and how and why they are valued	20	10	20	50
Skills in complex analysis, sustained composition and independent investigation	10	20	20	50
Total %	30	30	40	100

ENGLISH STANDARD

Component	Task 1	Task 2	Task 3	Weighting %
	Reading to Write Imaginative Text with Reflection	Contemporary Possibilities Multimodal Presentation	Yearly Examination Close Study of Literature	
	Term 1 Week 10	Term 2 Week 9	Term 3 Weeks 8/9	
	EN11-1, EN11-3, EN11-5, EN11-9	EN11 -2, EN11-3, EN11-5, EN11-6	EN11-1, EN11-3, EN11-4, EN11-5, EN11-6, EN11-7, EN11-8, 11EN-9	
Knowledge and understanding of course content	15	15	20	50
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	15	15	20	50
Total %	30	30	40	100


ENGLISH STUDIES

Component	Task 1	Task 2	Task 3	Weighting %
	Mandatory Module: English in Education, Work and Community	Family Multimodal Presentation	Collection of Classwork (Big Screen assessed as part of the collection)	
	Term 1 Week 10	Term 2 Week 9	Term 3 Weeks 8/9	
	ES11-1, ES11-4, ES11-6	ES11-2, ES11-4, ES11-6	ES11-2, ES11-5, ES11-9	
Knowledge and understanding of course content	15	15	20	50
Skills in <ul style="list-style-type: none"> • Comprehending texts • Communicating ideas • Using language accurately, appropriately and effectively 	15	15	20	50
Total %	30	30	40	100

FOOD TECHNOLOGY

Component	Task 1	Task 2	Task 3	Weighting %
	Food Quality and Practical Activity	Nutrition Research Task and Practical Activity	Yearly Examination	
	Term 1 Week 8	Term 3 Week 5	Term 3 Weeks 8/9	
	P2.2, P3.2, P4.1, P4.4	P3.1, P3.2, P4.3, P5.1	P1.1, P1.2, P2.1, P2.2, P3.1	
Knowledge and understanding of course content	5	5	30	40
Knowledge and skills in designing, researching, analysing and evaluating	10	10	10	30
Skills in experimenting with and preparing food by applying theoretical concepts	15	15	0	30
Total %	30	30	40	100

HOSPITALITY

 ULTIMO 90072 HOSPITALITY- FOOD AND BEVERAGE CATEGORY B BOARD DEVELOPED COURSE ASSESSMENT SCHEDULE Preliminary Year 2021 - HSC 2022 QUALIFICATION: SIT20316 Certificate II in Hospitality (Release 2) Training Package: SIT Tourism, Travel and Hospitality (Release 1.2)							NESA Course Code 2 U X 2 YR – 26511 2021 HSC Exam: 26589 LMBR UI Code (11 OR 12) SIT20316126511B
Term	Unit Code	Units Of Competency	AOQ CORE/ ELECTIV	HSC STATU S	HSC INDICA	Assessment Task Cluster & Method of Assessment	HSC requirements Exam estimate mark & weighting to total 100%
9 PRELIMINARY UOCs						Evidence will be collected during the Preliminary and HSC Course for the Unit of Competency: <i>SITHIND003 Use hospitality skills effectively</i>	240 Indicative Hours over 2 years
Term 1	SITXFSA001 SITXWHS001 SITHCCC003	Use hygienic practices for food safety Participate in safe work practices Prepare and present sandwiches	E C E	M M E	10 15 10	Cluster A: Getting Ready for Work (as a Sandwich Artist) Scenario, written task, case study, observation of practical work	35 hrs Work placement Coursework
Term 2 & 3	SITXFSA002 SITHCCC002 BSBSUS211	Participate in safe food handling practices Prepare and present simple dishes Participate in sustainable work practices	E E E	E E E	15 20 15	Cluster B: Sustainable Kitchen Practices Scenario, written task, case study, observation of practical work	Prelim Yearly Exam
Term 3	SITHFAB004 SITXCOM002 SITXCOM001	Prepare and serve non-alcoholic beverages Show social and cultural sensitivity Source and present information	E C E	S E E	15 10 10	Cluster C: Working Relationships Scenario, written task, case study, role play, observation of practical work	
6 HSC UOCs							
Term 4 – 6	SITXCCS003 SITHFAB005 SITHFAB007 SITHIND003	Interact with customers Prepare and serve espresso coffee Serve food and beverage Use hospitality skills effectively	C E E C	S S S E	15 15 40 20	Cluster D: Café Culture Role play, written questioning, observation of practical work, student reflection, portfolio of evidence	35 hrs Work placement Coursework
Term 7	BSBTWK201 SITHIND002	Work effectively with others Source and use information on the hospitality industry	C C	M M	15 20	Cluster E: Working in the Hospitality Industry Written questioning, student reflection	HSC Trial Exam
<i>NESA requires students to study a minimum of 240 hours to meet Preliminary and HSC requirements.</i>			Total Hours 245		<i>Units of competency from the HSC focus areas will be included in the optional HSC examination.</i>		

INDUSTRIAL TECHNOLOGY - GRAPHICS

Component	Task 1	Task 2	Task 3	Weighting %
	Industry Case Study	Preliminary Project	Yearly Examination	
	Term 1 Week 8	Term 3 Week 5	Term 3 Weeks 8/9	
	P1.1, P2.1, P5.1, P7.1	P1.2, P2.1, P3.1, P3.3, P4.1, P4.2, P4.3, P5.1, P5.2	P1.1, P1.2, P3.1, P3.2, P5.1, P6.1, P6.2, P7.1, P7.2	
Knowledge and understanding of course content	10	10	20	40
Knowledge and skills in the management, communication and production of projects	10	30	20	60
Total %	20	40	40	100

INDUSTRIAL TECHNOLOGY - TIMBER

Component	Task 1	Task 2	Task 3	Weighting %
	Industry Case Study	Preliminary Project	Yearly Examination	
	Term 1 Week 8	Term 3 Week 5	Term 3 Weeks 8/9	
	P1.1, P2.1, P5.1, P7.1	P1.2, P2.1, P3.1, P3.3, P4.1, P4.2, P4.3, P5.1, P5.2	P1.1, P1.2, P3.1, P3.2, P5.1, P6.1, P6.2, P7.1, P7.2	
Knowledge and understanding of course content	10	10	20	40
Knowledge and skills in the management, communication and production of projects	10	30	20	60
Total %	20	40	40	100

LEGAL STUDIES

Component	Task 1	Task 2	Task 3	Weighting %
	International Law Task	Law Reform Task	Yearly Examination	
	Term 1 Week 8	Term 2 Week 7	Term 3 Weeks 8/9	
	P1, P2, P3, P6, P7, P8, P9	P1, P4, P5, P6, P7, P9	P1, P2, P3, P4, P5, P6, P7, P9, P10	
Knowledge and understanding of course content	15	10	15	40
Analysis and evaluation	5	5	10	20
Inquiry and research	5	10	5	20
Communication of legal information, ideas and issues in appropriate forms	5	5	10	20
Total %	30	30	40	100

MATHEMATICS ADVANCED

Component	Task 1	Task 2	Task 3	Weighting %
	Class Test Topics: F1	Investigation Topics: T1, T2	Yearly Examination Topics: All	
	Term 1 Week 9	Term 2 Week 9	Term 3 Weeks 8/9	
	MA11-1, MA11-2, MA11-8, MA11-9	MA11-1, MA11-3, MA11-4, MA11-8, MA11-9	MA11-1 to MA11-10	
Understanding, Fluency and Communication	20	10	20	50
Problem Solving, Reasoning and Justification	10	20	20	50
Total %	30	30	40	100

MATHEMATICS EXTENSION – 1 UNIT

Component	Task 1	Task 2	Task 3	Weighting %
	Class Test Adv. Topics: F1 Ext. Topics: F1	Investigation Adv. Topics: C1, F1, T1 Ext. Topics: F2, T1, T2	Yearly Examination Topics: All	
	Term 2 Week 2	Term 2 Week 10	Term 3 Weeks 8/9	
	MA11-1, MA11-2, MA11-8, MA11-9, ME11-1, ME11-2, ME11-6, ME11-7	MA11-1, MA11-3, MA11-4, MA11-8, MA11-9, ME11-1, ME11-2, ME11-3, ME11-6, ME11-7	MA11-1 to MA11-10 ME11-1 to ME11-7	
Understanding, Fluency and Communication	20	10	20	50
Problem Solving, Reasoning and Justification	10	20	20	50
Total %	30	30	40	100

* Mathematics Extension students are also required to do the Mathematics Advanced Assessment Tasks

MATHEMATICS STANDARD (1 & 2)

Component	Task 1	Task 2	Task 3	Weighting %
	Class Test Topics: S1, M1, A1, F1	Investigation Topics: F1, M1	Yearly Examination Topics: All	
	Term 2 Week 3	Term 3 Week 2	Term 3 Weeks 8/9	
	MS11-1, MS11-2, MS11-3, MS11-4, MS11-5, MS11-6, MS11-7, MS11-9, MS11-10	MS11-2, MS11-3, MS11-4, MS11-5, MS11-6, MS11-9, MS11-10	MS11-1 to MS11-10	
Understanding, Fluency and Communication	20	10	20	50
Problem Solving, Reasoning and Justification	10	20	20	50
Total %	30	30	40	100

MODERN HISTORY

Component	Task 1	Task 2	Task 3	Weighting %
	Civil War Analysis Task	Historical Investigation	Yearly Examination	
	Term 1 Week 8	Term 2 Week 8	Term 3 Weeks 8/9	
	MH11-2, MH11-6, MH11-7, MH11-9	MH11-1, MH11-2, MH11-3, MH11-4, MH11-5, MH11-7, MH11-8, MH11-9, MH11-10	MH11-6, MH11-7, MH11-8, MH11-9, MH11-10	
Knowledge and understanding of course content	10	10	20	40
Historical skills in the analysis and evaluation of sources and interpretations	10	5	5	20
Historical inquiry and research	10	10	0	20
Communication of historical understanding in appropriate forms	5	5	10	20
Total %	35	30	35	100

MUSIC 1

Component	Task 1	Task 2	Task 3	Weighting %
	Performance and Viva Voce Methods of Notating Music	Composition and Aural Technology and its Influence on Music	Performance and Aural Music for Small Ensembles Yearly Examination	
	Term 1 Week 9	Term 2 Week 8	Term 3 Weeks 8/9	
	P1, P2, P4, P6	P3, P4, P6, P7, P8	P1, P3, P5, P6, P9, P10, P11	
Performance	10	0	15	25
Composition	0	25	0	25
Musicology	25	0	0	25
Aural	0	10	15	25
Total %	35	35	30	100

PERSONAL DEVELOPMENT, HEALTH AND PHYSICAL EDUCATION

Component	Task 1	Task 2	Task 3	Weighting %
	Core 1 Research Task	Core 2 In-class Task	Yearly Examination	
	Term 1 Week 9	Term 2 Week 10	Term 3 Weeks 8/9	
	P2, P3, P4, P5, P6, P15, P16	P7, P9, P16, P17	P1, P2, P3, P4, P5, P6, P7, P8, P9, P10, P11, P12, P15, P16, P17	
Knowledge and understanding of course content	10	10	20	40
Skills in critical thinking, research, analysing and communicating	20	20	20	60
Total %	30	30	40	100

PHYSICS

Component	Task 1	Task 2	Task 3	Weighting %
	Practical and Skills Task	Depth Study Task	Yearly Examination	
	Term 1 Week 9	Term 2 Week 9	Term 3 Weeks 8/9	
	PH11-2 to PH11-9	PH11-1 to PH11-7, PH11-10	PH11-2 to PH11-11	
Knowledge and understanding of course content	10	10	20	40
Skills in working scientifically	25	25	10	60
Total %	35	35	30	100

SOCIETY AND CULTURE

Component	Task 1	Task 2	Task 3	Weighting %
	Social and Cultural World Task	Personal and Social Identity Task	Yearly Examination	
	Term 1 Week 10	Term 2 Week 10	Term 3 Weeks 8/9	
	P1, P3, P6, P9, P10	P1, P2, P3, P5, P8, P10	P1, P2, P3, P4, P5, P6, P7, P9, P10	
Knowledge and understanding of course content	10	10	30	50
Application and evaluation of social and cultural research methods	10	15	5	30
Communication of information, ideas and issues in appropriate forms	10	5	5	20
Total %	30	30	40	100

SOFTWARE DESIGN AND DEVELOPMENT

Component	Task 1	Task 2	Task 3	Weighting %
	Problem Solving Presentation	Preliminary Project	Yearly Examination	
	Term 1 Week 10	Term 2 Week 10	Term 3 Weeks 8/9	
	1.1, 1.2, 2.2, 3.1, 4.1, 4.2, 4.3, 5.1, 5.2, 6.1, 6.2	1.1, 1.2, 2.2, 3.1, 4.1, 4.2, 4.3, 5.1, 5.2, 6.1, 6.2	1.1, 1.2, 2.2, 3.1, 4.1, 4.2, 4.3, 5.1, 5.2, 6.1, 6.2	
Knowledge and understanding of course content	10	10	30	50
Knowledge and skills in the design and development of software solutions	10	30	10	50
Total %	20	40	40	100

SPORT COACHING

ULTIMO 90072

SPORT COACHING – CERTIFICATE III BOARD ENDORSED COURSE ASSESSMENT SCHEDULE

Preliminary Year 2021 - HSC 2022

QUALIFICATION: SIS30519 Certificate III in Sport Coaching

Training Package: SIS Sport, Fitness and Recreation (Version 4)



Education

NESA Course:
50418
LMBR UI Code:
(11 or 12)
SIS30519150418

TERM	Unit Code	Units Of Competency	AQF CORE/ ELECT	HSC STS	HSC IND HS Hrs.	Assessment Task Cluster & Methods of Assessment	HSC requirements
Term 1-2	5 Preliminary UOC's						240 Indicative hours over 2 years
	HLTWHS001 SISXIND006	Participate in workplace health and safety Conduct sport, fitness and recreation events	C E - E	C E	15 30	Cluster A: Tournament Time Direct Observation, Product Based Method and Questioning.	
Term 2-3	SISSSCO003 BSBRK401	Meet participant coaching needs Identify risk and apply risk management procedures	C C	C C	30 25	Cluster B: Playing it Safe Direct Observation, Product Based Method and Questioning.	Minimum 35 hrs mandatory work placement
Stand alone Unit Term 1-3	HLTAID003	Provide First Aid (to be delivered by an external RTO OR approved trainer from RTO 90072 ONLY)	C	C	20	Cluster F: First Aid Approved trainers will have access to the IVET learners' platform for RTO 90072 delivery and assessment OR Credit Transfer when this unit is delivered by another RTO. Please ensure school retains the Statement of Attainment from the external RTO for each student	
Term 4	5 HSC UOCs						
	SISSSOF002	Continuously improve officiating skills and knowledge	E-E	E	15	Cluster C: (Complete 2 of the 3 elective options) Officiating in Sport – Online and Student Developed Quiz, Portfolio of Evidence and Consultation Form, Officiating and Evaluation Strength and Conditioning – Fitness Portfolio, Session Plan and Fitness Diary, Session Delivery and Evaluation Inclusive Coaching – Questioning, Portfolio of Evidence, Coaching Session and Evaluation	
	SISXCAI009	Instruct strength and conditioning techniques	E-E	E	25		
SISXDIS001	Facilitate inclusion for people with a disability	E-E	E	20			
Term 5-6	SISSSCO002 SISSSCO005	Work in community coaching role Continuously improve coaching skills and knowledge	C C	C C	30 30	Cluster D: The Community Coach Research and Questioning, Portfolio of Evidence and Classroom Discussion	
Term 7	SISSSCO012	Coach sports participants up to an intermediate level	E-A	E	30	Cluster E: Next Level Coaching Direct Observation, Product Based Method and Questioning.	
NESA requires students to study a minimum of 240 hours to meet Preliminary and HSC requirements.			Total hours: 250/255		This course is a VET Board Endorsed Course and does not count towards the ATAR. No HSC exam in this course.		

VISUAL ARTS

Component	Task 1	Task 2	Task 3	Weighting %
	Study of Modernism Portfolio of Experimental Work	Investigating Art Making Practice Task	Yearly Examination	
	Term 2 Week 3	Term 3 Week 5	Term 3 Weeks 8/9	
	P1, P2, P3, P4, P5, P6, P7, P8, P9	P1, P2, P3, P4, P5, P6, P7, P8, P9	P7, P8, P9, P10	
Art making	25	25	0	50
Historical critical studies	15	15	20	50
Total %	40	40	20	100